DOCUMENT RESUME

ED 424 452 CE 077 461

TITLE	Effective Training Skills. Workforce 2000 Partnership.
INSTITUTION	Enterprise State Junior Coll., AL.; MacArthur State Technical Coll., Opp, AL.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1997-00-00
NOTE	25p.; For other "Workforce 2000 Partnership" guides, see ED 414 598, ED 414 612, and CE 077 462-488. Southeast Alabama Adult Network and Laurens County Literacy Council are also education partners in the Workforce 2000 Partnership. Industry partners are: CMI Industries, Inc., Opp & Micolas Mills, Pridecraft Enterprises, and Shaw Industries.
AVAILABLE FROM	Enterprise State Junior College, P.O. Box 1300, Enterprise, AL 36331; Web site: http://www.esjc.cc.al.us
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; *Adult Educators; *Adult Learning; Behavioral Objectives; *Cognitive Style; Curriculum Guides; Instructional Materials; Job Skills; Job Training; Learning Activities; Learning Modules; Literacy Education; Manufacturing; Manufacturing Industry; Pretests Posttests; Production Technicians; *Teacher Education; Teaching Methods; *Workplace Literacy
IDENTIFIERS	*Textile Industry

ABSTRACT

This curriculum package on effective training skills for hourly textile employees has been developed by the Workforce 2000 Partnership, a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees and supervisors in textile, apparel, and carpet industries at 15 plants in Alabama, Georgia, and South Carolina. The curriculum guide provides a quick view of all major curriculum components: job title for which the curriculum was developed; general instructional objective; overall time; and the chart which is used by reading across the columns to match the specific instructional objective with the estimated amount of time required, learning activities, resources required, and evaluation method. A closure activity reviews and assesses skills learned and may identify needs for further learning. The lesson plan explains the activities in detail. Handouts, transparencies, and pre- and posttest are provided. This module is designed to teach instructors how to teach adults and how adults learn. Objectives include the following: recognize adult learning styles and common forms of resistance to learning; explain the difference between production goals and effective instruction; apply task analysis skill to job; write measurable training objectives; develop a performance checklist to monitor trainee progress; implement a four-step method of instruction; use questions effectively; and develop training aids. (YLB)

ED 424 452

Workforce 2000 Partnership

Effective Training Skills

EDUCATION PARTNERS	INDUSTRY PARTNERS
Enterprise State Junior College	CMI Industries, Inc.
MacArthur State Technical College	Opp & Micolas Mills
Southeast Alabama Adult Network	Pridecraft Enterprises
Laurens County Literacy Council	Shaw Industries

The Workforce 2000 Partnership combines the resources of educational and industrial partners to provide education and training in communication, computation and critical thinking skill to employees in the apparel, carpet and textile industries. The project is funded by a US Department of Education National Workplace Literacy Program grant awarded over three years to Enterprise State Junior College in the amount of $2,243,470 (70%) with committed private sector matching funds of $961,487 (30%), bringing the total program resources to $3,204,957. The activities of the Partnership do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. Participation by the education or industrial partners in the project should also not be construed as endorsement by the Government of any partners' products.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CE077461

TABLE OF CONTENTS

I. Introduction ii

II. Curriculum Guide 1

III. Lesson Plan 4

IV. Handouts, Transparencies, Tests 8

V. Individual Education Plan 14

INTRODUCTION

The Workforce 2000 Partnership is a network of industries and educational institutions that provides training in communication, computation, and creative thinking to employees in the textile, apparel, and carpet industries. The Partnership serves line employees and first-line supervisors at 15 plants in Alabama, Georgia, and South Carolina. The curricula for these topics are developed by the educational partners, which include a junior college, a technical college, and two adult education/literacy programs.

The Partnership uses functional context curricula to teach the topics listed above. This introduction will describe how the curriculum is developed, the contents of this curriculum package, and how to involve learners in the educational process.

CURRICULUM DEVELOPMENT

Before writing curriculum, instructors must know what employees need to learn. An instructional need is defined as the difference between what workers know and what the job requires. Project staff employ a variety of methods to analyze the duties and tasks of the jobs, as well as what kinds of communication, computation, and creative thinking skills are required. The analyses include interviewing exemplary workers; observing these workers on the job; interviewing groups of workers who perform the same or very similar jobs; reviewing documents such as job descriptions, handbooks, signs, memoranda, etc; interviewing supervisors and managers; and structuring surveys to be completed by workers, supervisors, and managers. During the analyses, the curriculum developer will also look for skills that the worker must perform to be considered for promotions.

Needs assessment is a vital part of the curriculum development process because the educator must fully understand what a worker does in order to determine what the worker must learn. As the needs assessment process continues, the educator also collects numerous documents to use as materials for instruction. The use of work-specific materials for instruction is what sets workplace education apart from other types of adult education. These materials allow skills to be learned in the classroom and more readily transferred to the plant floor. Therefore, reading skills improvement takes place as the worker is reading and comprehending the employee handbook; math skills improvement happens while the worker is computing percentages for production; and thinking skills improve as the worker is learning to work as a team member.

CONTENTS OF THIS CURRICULUM PACKAGE

The Curriculum Guide

The curriculum guide provides a quick view of all the major components of the curriculum. The job title for which the curriculum was originally developed and field tested is given in the upper left hand corner under the name of the curriculum module. Next is the General

BEST COPY AVAILABLE

Instructional Objective that defines the major purpose of the curriculum. The Overall Time is listed to estimate the amount of time that should be devoted to the entire module.

The chart is used by reading across the columns to match the Specific Instructional Objective with the estimated amount of time required, the Learning Activities, Resources required for the activities, and the Evaluation method used to assess achievement of the specific objective. The instructor should carefully review the column on Resources / Materials to ensure that necessary items are readily available. Copyrighted materials may be referenced in the Resources section of the Curriculum Guide; however, no copyrighted material has been duplicated and placed in this module.

Sequencing Learning Activities

Project staff use a model of instructional sequencing adapted from *Literacy at Work* by Jori Phillipi[1]. In this model, the instructional sequence begins with an activity designed to invite the learners into the learning process. This activity will allow the learners to bring to mind past learning and experiences in a way that will facilitate the learning of new information. The activity may come from the workplace or from other real-life situations.

Once the new information has been presented, learners participate in activities designed to practice skills clustered in increasingly larger chunks. These skills are then applied to situations from the workplace to maximize the transfer of the skills learned. A closure activity provides for review and assessment of the skills learned and may also identify needs for further learning.

Lesson Plan

The Lesson Plan contains the detailed explanation of the activities referenced on the Curriculum Guide. Note that the numbering system for the activities is the same on the Curriculum Guide and in the Lesson Plan. In reviewing the Lesson Plan, the instructor should look for places where more appropriate work-specific items can be substituted. This substitution customizes the curriculum for the specific work site and makes the learning activities more meaningful for the learners involved.

Handouts, Transparencies and Tests

The Lesson Plan may require that handouts and/or transparencies be used in teaching the module. If so, these items are located behind the Lesson Plan in the curriculum package and are designated as Handouts or Transparencies in the header at the top of the page. If a pre- and post-test (called Preview and Review) are a part of the module, these will also be found in the Handouts section.

---

[1] Phillipi, Jori. *Literacy at Work: The Workbook for Program Directors*. New York: Simon & Schuster Workplace Resources, 1991.

It is essential to provide opportunities for the adult learners to recognize their place in the educational process. The first step in the process is the assessment of the learner's skills and needs, performed jointly by the learner and the instructor. This assessment, becomes a part of the learner's Individual Education Plan (IEP). The IEP forms used by the Partnership are contained in this module. The IEP provides for collection of demographic data, evaluation of learner's skills and needs, and an outline of the activities in this module.

Every activity contains opportunities for evaluation, and, as much as possible, the learners perform the evaluation themselves. As curriculum is written, a page is developed for the learners to use to follow the sequence of activities and to document their performance. This page, called the Learner's Page, becomes a part of the IEP.

Frequently, pre- and post-tests (referred to as Previews and Reviews) are administered as a part of the evaluation process. Learners participate in scoring these tests and write their scores on their pages. To vary the assessment methods, the learners may be asked to rate themselves on their ability to perform certain skills, to write a phrase or statement that expresses their belief about their learning, or to specify what skills need more practice.

The purpose for including the learners in the evaluation process is to help them understand that assessment is reflective, constructive, and self-regulated. The learners, having participated in an ongoing needs assessment process, understand why they are participating in the learning activities. Therefore, including them in the evaluation of the learning gives them opportunities for relearning, synthesizing, and applying the skills.

Written self-evaluative comments on the Learner's Page also provide opportunities for communication between the learner and the instructor. This type of assessment is teacher-mediated (*i.e.* usually done when instructed by the teacher), ongoing, and cumulative. The Learner's Page is filed in his or her folder which is regularly reviewed by the instructor. During the reviews, the instructor may write comments in response to those made by the learner.

The goal of this curriculum is to enable learners to transfer classroom academic learning to the plant floor, thereby improving both productivity and efficiency. This curriculum will be most effective if the instructor customizes the curriculum to the specific worksite.

For more information about the project or the curricula contact:

Susan Steck, Project Director
Workforce 2000 Partnership
Enterprise State Junior College
P.O. Box 1300
Enterprise, Alabama 36331

TEL: (334) 393-ESJC extension 226
FAX: (334) 393-6223

Module: Effective Training Skills **Author:** Phillip Johnson
Job Title: Hourly Textile Employee
General Instructional Objective: To teach instructors how to teach adults and how adults learn.

Overall Time: 20 hrs

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
(Motivation)	20 hrs	1.1 Motivational Activity: Job audit panel	Blank sheets of paper, Tape/Putty for Sticking Paper to Wall	Formulate task/duty chart on wall
Recognize adult learning styles	35 min	2.1 Instructional Activity: Discussion - recent learning activity		Participate in discussion
	60 min	2.2 Instructional Activity: Inventory of learning styles	Handouts: "The Learning Styles Checklist" and Checking the Checklist"	Complete checklist
Recognize common forms of resistance to learning	30 min	3.1 Instructional Activity: Brainstorming - forms of resistance		Participate in brainstorming exercise
	40 min	3.2 Instructional Activity: Instructor explanation - assertiveness vs. agressiveness		Show attentiveness during lecture by taking notes, maintaining eye contact, etc.
	40 min	3.3 Instructional Activity: Role Play - "instructor" and		Actively portray roles

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Explain the difference between production goals and effective instruction	40 min	4.1 Instructional Activity: Instructor explanation - contrast production goals and effective instruction		Participate in sharing of experiences of "being caught"
Apply task analysis skill to job	50 min	5.1 Instructional Activity: Instructor explanation - task analysis	"Post-it" notes	List job tasks and steps on notes
Write measurable training objectives	40 min	6.1 Instructional Activity: Objective writing practice	Task analysis notes from previous activity	Write minimum of three training objectives
Develop a performance checklist to monitor trainee progress	50 min	7.1 Instructional Activity: Compose checklist		Present completed checklists to class
Implement a 4-step method of instruction	35 min	8.1 Instructional Activity: Drawing activity		Follow given instructions for drawing figure
	25 min	8.2 Instructional Activity: Instructor explanation - "4-step method"		Show attentiveness during lecture by taking notes, maintaining eye contact, etc.
Use questions effectively	40 min	9.1 Instructional Activity: Role play - "4-step method"		Actively portray roles

Specific Instructional Objective	Time	Learning Activities	Resources/Materials	Evaluation (Process/Status)
Develop training aid	95 min	10.1 Concluding Activity: Presentations		Present effective training aid
(Closure)	20 min	11.1 Post Assessment	Handout: "Post Assessment"	Completion of review

LESSON PLAN

1.1 Motivational Activity - 20 hours

Instructor will conduct a job audit panel for analytical method instructors. Participants will describe the duties and tasks of analytical method instructors. A designated participant will record duties and tasks as they are described. If participants reach consensus regarding a duty or task, the duties and tasks will be arranged in chart fashion on the wall. Instructor will then announce that this course is designed to help instructor more effectively accomplish the duties and tasks listed on the wall.

2.1 Instructional Activity - 35 minutes

Instructor will ask participants to think of a recent learning experience, then list the following information about that experience: What, When, Why, Where, How. Participants will then share their experiences. Instructor will explain that differences and similarities exist in individuals' learning experiences, and that we often learn for different purposes using different methods. Instructor will then explain that many trainees have different reasons for learning job processes, as well as different methods.

2.2 Instructional Activity - 60 minutes

Instructor will distribute copies of "The Learning Styles Checklist," and will ask participants to complete it according to the directions. Instructor will then distribute "Checking the Checklist" and will then explain scoring instructions and interpretation. Participants will then formulate a learning strategy which adapts plant learning requirements to each learning style.

3.1 Instructional Activity - 30 minutes

Instructor will define "resistance" as "an unwillingness to change," then ask participants to brainstorm forms of resistance they have encountered. The instructor will then present the following list: Arguing, saying "yes"-meaning "no", triangle discussions, failure to meet deadlines.

3.2 Instructional Activity - 40 minutes

Instructor will explain that assertiveness (positive firmness) is a good method for confronting resistance. Instructor will contrast assertiveness (getting what I want in a way which is beneficial to others) with aggressiveness (getting what I want in a way that is detrimental to others).

3.3 Instructional Activity - 40 minutes

Instructor will ask participants to prepare for role play by listing a simple job duty or task in chronological steps. Each participant will pair with another participant, with one playing the role of instructor, the other a resistant trainee. As "instructor" introduces the duty or task, the "trainee" will resist, using one of the methods discussed earlier. The "instructor" will then use assertiveness to counter the resistance. Participants will then switch roles.

4.1 Instructional Activity - 40 minutes

A. Instructor will explain the difference between production goals and effective instruction (a production goal is a statement of what will be produced when, according to what standard; effective instruction is presenting a job in a way the trainee can understand). Instructor will present the following characteristics of a production goal:
a) interest is product and schedule
b) use the most effective production methods
c) proficiency = quality + quantity x minimum cost.

B. Instructor will present the following characteristics of effective instruction:
a) interest is trainee
b) production depends on speed of trainee learning
c) duty or task is taught in a way trainee can best learn
d) ability to perform is the test

C. Instructor will then ask participants to share experiences of being "caught" between production goals and effective instruction.

5.1 Instructional Activity - 50 minutes

A. Instructor will explain that performing task analysis, writing objectives, and using a performance checklist are good ways to prevent neglect of instruction. Instructor will define task analysis as "a method of determining in precise detail and quantifiable terms, the specific components of a job, specifying skills, knowledge, tools, conditions, and requirements needed for job performance".

B. Instructor will then state the purposes of task analysis:
a) design training
b) establish objectives and criteria of performance
c) eliminate, combine, simplify, or rearrange steps.

C. Instructor will then establish the following guidelines for task analysis:
a) describe tasks as they exist at time studied
b) include all elements or work activities that are the worker's responsibility regardless of how long or how often performed
c) describe tasks according to the policies, procedures, and performance standard of industry
d) get management verification that tasks are official and that current performance is according to standard
e) do not include any voluntary tasks or activities that are not required of the job
f) job titles may be misleading as one title may include many jobs or there may be many titles for one job
g) distinguish between human activity and other kinds of work such as machine operation

BEST COPY AVAILABLE

h) distinguish between worker tasks and team tasks
i) review all existing studies

D. Instructor will present method for task analysis: Start with outcomes, then break into parts. Instructor will then distribute "post-it" notes, asking participants to use the notes to list job tasks and steps for the trainee's job.

6.1 Instructional Activity - 40 minutes

A. Instructor will explain that task analysis data may be used to write measurable training objectives. Measurable training objectives include the following:
a) performer
b) performance
c) competency measurement

B. Instructor will ask participants to write at least three objectives based on the task analysis data. Instructor will monitor objective writing, ensuring that objectives meet proper criteria (listed above).

7.1 Instructional Activity - 50 minutes

Instructor will then ask participants to compose a performance checklist which contains objectives, date, signatures of instructor and trainee, and some type of rating system. Participants will present checklists to class.

8.1 Instructional Activity - 35 minutes

A. To introduce the 4-step method of training, the instructor will ask a participant to give oral instructions for how to draw a particular figure. Other participants will draw the figure according to instructions. The "instructing participant" will then respond to "yes/no" questions from participants. Next, the "instructing participant" will respond to any question from other participants, and finally will show other participants the figure as he explains it.

B. Instructor will then ask participants to consider how they felt prior to having complete information, and will suggest that many trainees feel that way when they are simply told how to do the job, and not shown or given an opportunity to try it out.

8.2 Instructional Activity - 25 minutes

Instructor will then explain the "4 step method of instruction":
a) prepare the worker (tell 'em)
b) present the operation (show 'em)
c) try out performance (watch 'em)
d) follow-up (ask 'em)

9.1 Instructional Activity - 40 minutes

A. Instructor will conduct a role play activity. To prepare for the role play, instructor will ask participants to write chronologically the steps of a job duty or task. Participants will then form pairs to role play. One participant will assume role of "instructor", the other will assume role of "trainee". The "instructor" will lead the "trainee" through the 4 step method. Participants will then reverse roles.

B. Instructor will explain that as participants may plan to use questions as learning tools when working with trainees, they need to develop a questioning strategy that includes the following tips: a) present question to entire group b) call on trainee to answer c) offer adequate response time.

10.1 Concluding Activity - 95 minutes

Participants will give a 5-minute presentation of a training aid which they have developed while in the course.

11.1 Post Assessment - 20 minutes

Instructor will distribute. Participants will complete and return.

Learning Styles Checklist

Directions: Place a check by any item that most correctly describes you.

___ 1. I learn a process best when I read about it.

2. When I read, I jot down important information.

___ 3. When learning a new procedure, it helps for me to hear other employees discuss it.

4. I learn best by actually doing a procedure.

___ 5. When I'm learning something new, I often say the information aloud to help me remember it.

6. I can remember a process better by "seeing" it in my mind.

___ 7. I enjoy typing on a computer keyboard.

8. I learn better when someone explains a job procedure to me.

___ 9. The manuals I use on my job make more sense to me when I read them aloud.

10. I had rather read a work memo than have someone tell me its content.

___ 11. I learn more from watching videos than reading manuals.

12. I like to hear co-workers discuss different aspects of the job.

___ 13. When I need to deliver a message, I'd rather phone than write.

14. I prefer to move around when I'm learning something new.

___ 15. When I try to remember how to do an operation, I try to picture it in my mind.

16. When learning new information, I like to learn in a group.

___ 17. When I learn a new part of my job, I want to watch an example of how to do it.

18. Graphs, charts, and illustrations help me learn new job procedures.

___ 19. I had rather work on a machine than read a manual.

___ 20. To correctly understand a report, I must read it myself rather than have someone else explain it to me.

21. When I write, I seem to communicate better than when I speak.

___ 22. I write down information when listening to an explanation.

23. I enjoy reading in my spare time.

___ 24. When I hear information, I usually don't forget it.

25. When I'm learning a new job procedure, I like to discuss it with other employees.

___ 26. When someone explains a new job procedure, I often take notes.

27. I can follow directions more easily if someone reads those directions to me.

___ 28. It is difficult for me to sit still when learning in a classroom.

29. Procedural manuals are helpful when I am trying to learn a job.

___ 30. My work life is more orderly when I write down my schedule.

LEARNING STYLES CHECKLIST....(CONTINUED)

CHECKING THE CHECKLIST

Directions: Circle each number for which you checked a blank on the checklist.

Reading
1, 10, 20, 23, 29

Writing
2, 12, 21, 22, 30

Hearing
24, 3, 8, 12, 27

Manipulating
4, 7, 14, 19, 28

Visualizing
6, 11, 15, 17, 18

Speaking
5, 9, 13, 16, 25

If you circled at least three numbers in any category, it is probable that you possess the learning style indicated by that category. The following suggestions may help you when you need to learn new information regarding your job.

If you learn best by **reading:**
-Read your manual before you hear an explanation of the job.
-When you watch someone perform the job, take notes about what they do, then read them later.
-Read your manual and study your notes repeatedly.
-Read instructions and safety rules rather than listen to someone else read them.
-When you encounter unfamiliar terms, look them up in the manual glossary or a dictionary.

If you learn best by **writing**:
-Take notes as you read your manual.
-Take good notes when someone else explains a process.
-List your job steps in order.

LEARNING STYLES CHECKLIST....(CONTINUED)

If you learn best by **hearing**:

-Listen to information about your job on audio or videotape.
-Read aloud when studying your manual.
-Listen to what supervisor and colleagues say about your job.
-Have a colleague read job information to you.
-Talk to yourself about your job.
-When you hear new information about your job, repeat it to yourself.

If you learn best by **manipulating**:
-Observe someone running a job before you attempt it.
-Visit your work area prior to learning a job (if possible).
-Try to remain active as you learn something new.
-Try to make the most of hands-on learning.

If you learn best by **visualizing**:
-Try to mentally picture your job steps.
-Try to visualize job terms.
-Pay attention to the appearance of machines in your work area.
-Watch someone run your job before you attempt it.
-Watch training videos

If you learn best by **speaking**:
-Repeat job steps aloud as you are learning them.
-Quiz yourself aloud about your job.
-Discuss your job with colleagues.
-Try to learn new information with a group.

You may have discovered that you have more than one preferred learning style. This is not unusual. By tuning in to your style(s), you may find that learning new information about your job is easier and more enjoyable. Also remember that no learning style is superior to another, and when you are assisting someone with learning his or her job, his or her learning style may be different than yours. Learning styles also play an important role in team-building...the way you and your teammates learn impacts your approach to solving problems. The most effective teams are those which maximize the strengths of each member, including the way members learn new information.

BEST COPY AVAILABLE

Post Assessment
(Review)

Directions: Circle the letter of the correct response.

1. Which of the following is not a typical learning style?

   a) hearing b) manipulating c) speaking d) exercising

2. If you learn best by visualizing, which of the following practices would be most helpful when learning a new job?

   a) watching someone perform the job
   b) pay attention to the appearance of machines
   c) discussing the job with other workers
   d) both "a" and "b"

3. Failure to meet deadlines is one form of
   a) disturbance b) resistance c) reluctance d) perturbance

4. _____ is a statement of what will be produced when, according to what standard.

   a) Effective instruction b) Assertive discipline c) Work order
   d) Production goal

5. Which of the following is a good way to prevent neglect of instruction?

   a) using a performance checklist
   b) performing task analysis
   c) writing objectives
   d) all of these

6. _____ should include performer, performance, and competency measurement.

   a) Task analysis b) Job description c) Training objective d) Training manual

7. A method of determining the specific components of a job, specifying skills, knowledge, tools, conditions, and requirements needed for job performance is called a_____.

   a) job description b) lesson plan c) data analysis d) task analysis

8. Preparing the worker, presenting the operation, trying out the performance, and following-up are steps in the "4 step method of_____."

   a) inquiry b) learning c) deduction d) instruction

9. To formulate a task analysis, you should start with _____.

   a) details b) outcomes c) components d) feedback

10. Which of the following sequences of steps is the best questioning strategy?

    a) 1. Call on trainee to answer
       2. Present question to entire group
       3. Allow for adequate response time

    b) 1. Present question to entire group
       2. Call on trainee to answer
       3. Allow for adequate response time

    c) 1. Call on trainee to answer
       2. Allow for adequate response time
       3. Present question to entire group

Revised 5/96

College: ESJC____ MSTC_____ **WORKFORCE 2000 PARTNERSHIP** **Date**:_____
Course#:_____ **INDIVIDUAL EDUCATION PLAN** **Level**:_____

Name:_____**Male**:___**Female**:___**Age**:____**Birthdate**:_____

Street:_____**Social Security#**:_____

City:_____**State**:_____**Zip**:_____**Phone#**:(____)_____

Classification: In-State Student___Out-of-State Student___(State)_____International Student___ (Country)_____

Mark Only One: Civilian____Active duty____Retired Military____Military dependent____

Race: White___Hispanic___Asian___Black___American Indian ____Pacific Islander ____Alaskan Native ___Other(Specify)_____

Marital Status: Single____Married____Separated____Divorced____Widowed____

Number of Children Living with You:_____

Employer:_____**How Long?**_____**Job Title:**_____

How many hours per week do you work this job?_____**Do you have more than one job?**_____

Please rate your ability to perform each of the following activities.(P=Poor, F=Fair, G=Good, E=Excellent):

Read English____ Understand English____ Speak English____ Write English____

Work as part of a team____ Use Math____ Solve problems/use reasoning____

Which of the following are required for your job? (Check all that apply)

Read Instructions_____ Speak English_____ Receive Spoken Instruction in English_____

Write English_____ Use Math____ Solve Problems____ Team work____

What are your vocational goals? Immediate_____Long Range_____

Circle the highest grade you completed: 0 1 2 3 4 5 6 7 8 9 10 11 12 GED 13 14 15 16 17 18

Last school attended:_____

What are your educational goals? (Check all that apply)

Improve skills for current job___ Improve skills for changing technology/future jobs____

Improve reading/writing/math___ Improve problem solving/critical thinking___ Improve speaking/listening____

Improve English(for non-native speakers)___ Pass GED tests___ Other(specify)_____

How would you like to be contacted? Through supervisor___Call at home___Letter___Other_____

Workforce 2000 Partnership
Individual Education Plan
Learner's Page

Name of Course: _____
Date of Course: _____

Name: _____
Employer: _____

GOAL(S)	INSTRUCTIONAL OBJECTIVES	LEARNING ACTIVITIES	PREVIEW/REVIEW SCORE	EVALUATION COMMENTS
• Improve skills for current job • Improve skills for changing technology future jobs		Motivation		
	Recognize adult learning styles	Discussion-- recent learning activity		
		Inventory of Learning Styles		
	Recognize common forms of resistance to learning	Brainstorming-- forms of resistance		
		Instructor Explantation-- assertiveness vs. aggressiveness		
		Role Play		
	Explain the difference between production goals and effective instruction	Instructor Explanation-- contrast production goals and effective instruction		
	Apply task anlysis skill to job	Instructor Explanation-- task analysis		
	Write measurable training objectives	Objective Writing Practice		
	Develop a performance checklist to monitor trainee progress	Compose Checklist		
	Implement a 4 step method of instruction	Drawing Activity		
		Instructor Explanation-- 4 step method		
	Use questions effectively	Role Play		
	Develop training aid	Presentations		
		Post Assessment	X ___	

Employee Signature Date

Instructor Signature

BEST COPY AVAILABLE